



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
<b>EDLD 5370 ET5398</b>	<b>Educational Technology Leadership Internship</b>	<b>TF-IV: Assessment and Evaluation</b>

Description of the Assignment/Performance Tasks	ITSE Standard:
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new</li> </ol>	<p><b>Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies.</b></p> <p>“Although Title II, Part D of NCLB succeeded in placing new emphasis on technology literacy, educators were left with little energy to tackle the new issue” (Williamson &amp; Redish, 2009, p.82). Little energy and stress from high-stakes assessments have plagued many educators. This plague has created an epidemic of non-engaging classrooms that have increased dropout rates. In order to address the lack of energy and stress amongst staff members, I provided various training on ICore, Exceeds, Mydata Portal, and TELPAS/RPTE. Most of my time spent on ITSE Standard IV was dedicated to staff development on AEIS, AYP, Exceeds, MyData Portal, and passing the calibration requirements on TELPAS.</p> <p>Our district requires teachers to document RTI strategies and complete several weeks of interventions prior to requesting SST assistance. Teachers are required to use a new RTI/SST system called Exceeds to document interventions prior to requesting Tier 3 SST support. Exceeds is an easy tool to use if you are technologically savvy, but most of our teachers are not comfortable with 21<sup>st</sup> Century teaching tools. Exceeds in itself is a new barrier for getting students assistance, because teachers do not feel comfortable using it and they feel like they don’t have time to continuously log on to document interventions.</p> <p>I learned that our district would determine a student’s eligibility only if a teacher has followed through with all the required documentation in Exceeds. I also learned that our district also requires parents to document certain behaviors of the student prior to determining the student’s eligibility for Special Education.</p>

<p>information you learned affect your personal experience with the assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>I also learned and taught others about student confidentiality. “Parents and students put their trust in the stewards of education data to ensure students’ personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary” (“Family educational rights,” 2011). During this professional development, I also informed staff about how the violation of any policies, regulations, and guidelines may result in disciplinary action, a report to SBEC and/or termination of employment” (“Employee standards of,” 2011).</p> <p>“No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain” (Hyatt, 2007, p.136). This is how many people on my campus feel about IDEA, NCLB, RTI, and TELPAS. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching “all” children without leaving any of them behind.</p> <p>According to Chapter 4 of <i>ITSE’s Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i>, scholars criticize that “available technologies remain underused in schools” and “teaching practices remain largely unchanged” (Williamson &amp; Redish, 2009, p.82). As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of teaching “all” students. By continually providing my staff with the resources and training that they need in order to comply with the NCLB mandates and TELPAS requirements, my students will benefit both emotionally and academically.</p> <p>During my internship, I also helped staff members evaluate AEIS, AYP, and MyData Portal reports “to infer what the “just right gap” is between the current learning and desired goals, identifying students’ emerging understanding or skills so that they can build on these by modifying instruction to facilitate growth” (Heritage, 2007, p.144). “Teachers must view formative assessment as a worthwhile process that yields valuable and actionable information about students’ learning. If they do not, formative assessment will be seen as “yet another thing” that is being externally imposed on them. I also assisted my colleagues with understanding that teachers must view formative assessment and the teaching process as inseparable and must recognize that one cannot happen without the other” (Heritage, 2007, p.145).</p> <p>Our campus learned that “unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time” (Thomas, 2006, p.40). In the future, I will continue to find ways to</p>
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	<p>assist my campus with using technology for assessment and evaluation purposes. I have already created some plans to implement more of the knowledge that I gained from reading <i>ITSE's Technology Facilitation and Leadership Standards: What Every K-12 Leader should know and be able to do</i>.</p> <p><i>Employee standards of conduct</i>. (2011, September 27). Retrieved on October 29, 2011 from <a href="http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT">http://www.tasb.org/policy/pol/private/057905/pol.cfm?DisplayPage=DH(LOCAL).pdf&amp;QueryText=HARASSMENT</a></p> <p>Heritage, M. (2007). Formative Assessment: What do teachers need to know and do? <i>Phi Delta Kappan</i>, 89, 140-145.</p> <p>Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. <i>Intervention in School and Clinic</i>, 42(3), 131-136.</p> <p>Thomas, R.S. (2006). How to survive data overload. <i>Principal Leadership</i>, 7(2), 39-42.</p> <p>US Department of Education, Family Policy Compliance Office. (2011). <i>Family educational rights and privacy act (ferpa)</i>. Retrieved on October 29, 2011 from <a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a></p> <p>Williamson, J. &amp; Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 77-99.</p>
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